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ABSTRACT

This report was prepared by The "Preparing Students as Global Citizens" Task Force of Howard Community College's Commission on the Future. The principal issue addressed by this task force was to identify ways in which Howard Community College (Maryland) can prepare its students to be effective citizens in a global society. Its focus is based upon a previous report stressing the need for community colleges to integrate their educational mission with issues regarding globalization. In order to execute its assignment, the task force studied an array of resource materials, formulated a vision, delineated a series of recommendations in five areas for the college to consider and pursue, and initiated an inventory of existing international resources. The vision consists of five priorities: making a commitment to education on global skills and competencies; providing adequate resources; recognizing diversity; promoting dialogue; and creating an environment where global competencies can be learned and practiced. A series of specific recommendations are then outlined in the following areas: (1) a list of competencies and skills required of all global citizens; (2) the roles of the administration, faculty, and boards; (3) community participation; (4) technology and global initiatives; and (5) financial resources necessary to support global initiatives. A draft worksheet that lists an overview of college and community resources is included. (JJL)

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PREPARING STUDENTS AS GLOBAL CITIZENS

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HOWARD COMMUNITY COLLEGE

Commission on the Future

"PREPARING THE STUDENT AS A GLOBAL CITIZEN"

Part I - Issues

According to a report published in 1996 by the American Council on International Intercultural Education and The Stanley Foundation, community colleges throughout the United States "find themselves at every stage along the spectrum of globalization." The growing demand among students for higher education in international markets where public universities typically lack capacity and restrict access provides a notable incentive to community colleges for globalization. The principal issue the task force addressed was how Howard Community College can most effectively prepare students to be global citizens.

HCC does currently offer programs and services that confirm its commitment to prepare students to accept responsibility for global citizenship. This was clearly demonstrated through the establishment of the International Business and Education Center (IBEC) in 1994. IBEC's work includes a survey of businesses in Howard County relating to their interest in the global economy and the Sister Cities program. In addition, the college has conducted surveys of faculty/student interest in international education. Progress has also been evident in the areas of international exchange programs for students and faculty, curriculum enhancement and diversity training.

In order to execute its assignment, the "Preparing Students as Global Citizens" task force studied an array of resource materials, formulated a vision, delineated a series of recommendations in five areas for the college to consider and pursue, and initiated an inventory of existing international resources.

Part II – Task Force Vision

We believe that a person living in the 21st century is a global citizen. Therefore, an individual must learn global competencies, embrace change, and recognize the interconnectedness of all people and systems to be effective and productive in their lives.

We envision a community college that prepares a student to be competent and effective in a global society by:

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- making a sustained commitment to the value of teaching global skills and competencies;
- providing necessary resources to teach global skills that prepare a student to be a global citizen;
- recognizing and valuing cultural, political, and societal diversity that enriches us all;
- promoting dialogue among staff, students, businesses and government that reinforces the importance and value of global competencies; and
- creating an environment where a student can learn and practice global competencies.

Part III - Recommendations

Competencies

The task force endorses, as reflected in our vision, the belief promulgated by the American Council on International Intercultural Education and The Stanley Foundation that "global competency exists when a learner is able to understand the interconnectedness of peoples and systems, to have a general knowledge of history and world events, to accept and cope with the existence of different cultural values and attitudes and, indeed, to celebrate the richness and benefits of this diversity." Specifically, the globally competent learner:

1. accepts responsibility for global citizenship;
2. is committed to global, lifelong learning;
3. understands the impact of other cultures on life in the U.S.A.;
4. is aware of diversity, commonalities, and interdependence;
5. recognizes the geopolitical and economic interdependence of our world;
6. understands the non-universality of culture, religion, and values;
7. is aware of world demography;
8. is capable of working in diverse teams; and
9. is empowered by the experience of global education to help make a difference in society.

In addition to the aforementioned attitudes and behaviors, there is a set of skills and knowledge that the global citizen should acquire. While no list could capture completely these proficiencies, the task force has identified these additional competencies as priorities for preparing students to be global citizens:

1. knowledge of international business practices;
2. ability to apply trained skills in an international context;
3. knowledge of the literature, music and art of other cultures; and
4. ability to speak, write and read a non-native language.

Student, Faculty, Staff and Board Involvement in Developing the Global Agenda

1. Secure the commitment of the board of trustees and administration and work with/through them to revise the college's mission statement to include a global perspective.
2. Create a clearinghouse and designate a campus coordinator to develop and promote international and intercultural programs.

3. Establish a college-wide committee to include faculty, staff and students to develop and implement global initiatives such as overseas training, business relationships, cultural events, international fairs and clubs, and exchange programs (Sister Cities, sister schools and internships).
4. Examine ways in which all course content can reflect globalization and implement appropriate curriculum revisions.
5. Support faculty development opportunities (e.g., the National Endowment for the Humanities seminars, Fulbright programs, Rotary fellowships, in-house or local area seminars on business, language and culture).
6. Participate in the Community Colleges for International Development (CCID), American Council on International Intercultural Education (ACIIE), Maryland International Education Association (MIEA), Council on International Education Exchange (CIEE), College Consortium for International Studies (CCIS) and other global education organizations to gain information on model programs and funding opportunities.
7. Enhance communication about global efforts through internal newsletters, brown bag lunches, invitations to staff and faculty to share what they have gained from seminar and conference attendance, invitations to participate in exchanges and specialized study.
8. Encourage multi-lingualism for all members of the college community.
9. Provide students, faculty and staff with opportunities to participate in local and regional cultural programs and to access resources available through community organizations, museums and embassies.

Community Participation in Developing the Global Agenda

1. Build on the preliminary inventory of international resources and needs of the institution and community.
2. Establish or increase links with businesses, seeking their support and involvement in global education.
3. Establish or increase links with ethnic constituencies and community organizations such as Sister Cities, language schools, service clubs, chambers of commerce and trade associations.
4. Consult with potential customers to identify and develop programs.
5. Offer incentives to students, faculty and the board to develop innovative international programs utilizing visiting dignitaries, artists and exchange students.

Technology and Global Initiatives

1. Enhance the utilization of information technology, including distance learning and teleconferencing, Internet e-mail, and the World Wide Web.
2. Continue to aggressively integrate technology in the way languages are taught.
3. Develop specific global contacts who can identify emerging technical issues and implement appropriate technological strategies that advance the college's global opportunities.

Financial Resources Needed to Support Global Initiatives

1. Seek grant funding to help support global initiatives.
2. Initiate a line item in the college budget for international programs.
3. Work with state and local funding sources to support global education initiatives.

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Part IV – Unfinished Business

The task force recognizes that the college will evaluate all the recommendations included in this report and implement those appropriate to the institution's circumstances. The task force would like to see a procedure of accountability adopted to track the achievement of the recommendations selected for implementation.

Conclusion

In its 1997 annual report, the Ford Foundation noted that the "the word 'globalization' has become commonplace in every corner of the world... Our use of the word undoubtedly reflects significant changes in our work, our communities, and our personal lives, changes we have barely begun to understand."

The task force for "Preparing the Student as a Global Citizen" recognizes the pervasive influence of globalization on society in general and higher education in particular. The Ford Foundation report suggests that globalization "implies a diminishing importance of national borders and the strengthening of identities that stretch beyond those rooted in a particular region or country." We believe that it is crucial for today's students to understand the interconnectedness of people and systems, and the impact of globalization upon their lives.

Responsibility for a student's global competency must not be left to chance. Howard Community College can, at a minimum, provide the environment to foster these competencies. It is critical that the college embraces the principles of global citizenship, not as fixed forever, but as requiring periodic revision. The ongoing review of these principles and pertinent innovation should set the institution apart as a leader in the development of a dynamic, responsive and relevant curriculum and the nurturing of vibrant community and business partnerships.

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Howard Community College
COMMISSION ON THE FUTURE

DRAFT WORKSHEET

"Preparing Students as a Global Citizen" Task Force

An Overview of College and Community Resources

Study Abroad			Foreign-born and/or Foreign-speaking			Curriculum	Cultural Resources	Exchange Programs/ Internships	International Businesses
Country	Faculty	Students	Country	Faculty	Students	Foreign Language	African Art Museum of Maryland	Sister Cities	Japan
Norway			Spain			*Spanish*		*France*	England
China			Italy			*French*		*Spain*	Iceland
Sweden			England						
Japan			Holland					AIPT	
France			Liberia						
Spain			France						
			India						
						Business			
						Art			
						Theatre			

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